

Writers Workshop Unit of Study
11th Grade – Informational Essay



Sustained Research on a Personal Inquiry

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Preface

The following unit supports and aligns to the Common Core State Standards. This research-based work is the outcome of a collective effort made by numerous secondary teachers from around the state of Michigan. Michigan Association of Intermediate School Administrators (MAISA) initiated a statewide collaborative project, bringing together educators from around the state to create and refine a K-12 English Language Arts model curriculum. This one unit is situated within a yearlong sequence of units. Depending upon the unit's placement in the yearlong Scope and Sequence, it will be important to recognize prior skills and content this unit expects learners to have. This unit also has a companion reading unit where readers closely study informational texts through a critical literacy lens. Each unit presents a string of teaching points that scaffold and spiral the content and skills. The unit is structured to be student-centered rather than teacher-driven. Sessions emphasize student engagement and strive to increase critical thinking and writing skills simultaneously. Writing and thinking processes are stressed and are equally important to the end writing product. Sessions are designed as a series of mini-lessons that allow time to write, practice, and conference. Through summative and formative assessments specific to each unit, students progress toward becoming independent thinkers and writers.

Significant input and feedback was gathered both in the initial conceptualizing of the unit and later revisions. Teachers from around the state piloted and/or reviewed the unit and their feedback and student artifacts helped in the revision process. Special thanks goes to lead unit writers Linda Denstaedt, Laura Mahler, and Leah Barnett, who closely studied the CCSS and translated the standards into curriculum and practice. Throughout the yearlong collaborative project, teachers reviewing units are finding how students' habits of mind have shifted from task-oriented to big-picture thinking, utilizing a critical literacy lens. The following unit contends that significant reading from multiple resources is needed prior to a writer's developing a claim of scope and depth.

Informational Writing Unit Learning Progressions

	6	7	8
TEXT	Informational Essay: Cause and Effect Mentor Texts: Texts used in prior nonfiction unit; texts with headings and visuals; texts that address cause-and event-processes	Informational Essay: Historical Event Mentor Texts: Texts used in prior nonfiction unit; texts that address a significant historical event	Informational Essay: Compare/Contrast Mentor Texts: Texts used in prior non-fiction unit; texts that address a critical social issue
FOCUS	Explaining a Cause-and-Effect Phenomenon	Exploring an Historical Event	Explaining the Two Sides of a Critical Social Issue
Identify and Research a Topic	<ul style="list-style-type: none"> Define and explore cause and effect Analyze examples of nonfiction about cause and effect in the real world Identify and select a cause-and-effect topic Conduct online research 	<ul style="list-style-type: none"> Define and explore historical events Analyze nonfiction about historical events and the information provided Select an historical event to write about Conduct online research 	<ul style="list-style-type: none"> Define and explore comparison/contrast and critical issues Analyze examples of comparison/contrast on a critical issue Select a critical issue and identify its two sides Conduct online research
Synthesize Information and Determine an Organizational Pattern	<ul style="list-style-type: none"> Select, organize, and structure information logically Determine a central idea Analyze key facts, details, quotations, and examples Draw conclusions to illustrate the importance of the topic 	<ul style="list-style-type: none"> Select, organize, and structure information logically Determine a central idea Analyze key facts, details, quotations, and examples Use visuals to support facts, details, and analysis Create transitions between paragraphs to improve organization and flow Craft introductory and concluding paragraphs to provide the reader with context and importance 	<ul style="list-style-type: none"> Select, organize, and structure information logically Determine a central idea Analyze key facts, details, quotations, and examples Use visuals to support facts, details and analysis Create transitions between paragraphs to improve organization and flow Craft introductory and concluding paragraphs to provide the reader with context and importance
Create a Product to Inform an Audience	<ul style="list-style-type: none"> Revise to reconsider the central idea improve structure and organization, and expand or cut content Publish the product and reflect on the process 	<ul style="list-style-type: none"> Revise to reconsider the central idea improve structure and organization, and expand or cut content Publish the product and reflect on the process 	<ul style="list-style-type: none"> Revise to reconsider the central idea, improve structure and organization, and expand or cut content Publish the product and reflect on the process

	9	10	11	12
Text	Multiple Genres: Digital, Oral, and Print	Multiple Genres: Digital and Print	Articles: Digital and Print	Multiple Genres: Digital and Print
Focus of Research	Social Trends	Core Democratic Values	The Bill of Rights	Social Issues
Identify and Research a Topic	<ul style="list-style-type: none"> Identify requirements of a research task and final product Examine essential questions to focus topic of research Review research to narrow the focus of further investigation Develop questions to gather relevant information Use different types of questions to find quality and relevant information Develop a system for primary research using quality research questions Develop a system for secondary research tracking sources and analyze information gathered 	<ul style="list-style-type: none"> Draw on prior knowledge of core democratic values to develop an inquiry Develop collaborative research skills to explore a subject in both breadth and depth Use a guided inquiry to cite explicit and inferred evidence on character traits, laws, and values Survey a series of sources (video and print) to identify key information to narrow a search for a potential topic Synthesize and categorize the results of sources to identify potential claims Identify elements (graphics, image, sound, words) of texts that represent or define the author's purpose 	<ul style="list-style-type: none"> Draw on prior knowledge about the Bill of Rights to develop an inquiry Independently manage a guided inquiry to cite explicit and inferred evidence on sub-topics related to the rights Independently survey a series of articles and websites to identify a research topic Read texts to identify stance and position 	<ul style="list-style-type: none"> Draw on prior knowledge about social issues to make decisions about social issues of interest to study Independently conduct preliminary research to focus a topic of interest Independently read texts to identify stance and position
Develop an Informed View	<ul style="list-style-type: none"> Examine initial findings to determine what is interesting, relevant, and important Summarize and categorize existing research Develop a theory about a perspective on the topic Synthesize findings from primary research with information 	<ul style="list-style-type: none"> Conduct primary research, recognizing stances taken in texts or interviews Create visual texts to develop access to shared research data Identify diverse perspectives and evidence to support each perspective from primary research 	<ul style="list-style-type: none"> Choose and craft a type of primary research that best suits the research topic Conduct primary research to gain insight into other people's experiences with the topic Conduct relevant secondary research to gain insight about the topic and related sub- 	<ul style="list-style-type: none"> Independently conduct primary research to gain insight into other people's experiences with the chosen social issue Focus, organize, and extend research work using a thinking routine while conducting secondary research to gain insight from published

	gathered in secondary research	<ul style="list-style-type: none"> • Generate visual texts that represent knowledge gained through primary research • Compare, connect, categorize, evaluate, and elaborate upon data 	<p>topics</p> <ul style="list-style-type: none"> • Use a multi-draft reading process to go deeper into texts and evaluate texts and authors for validity • Synthesize information to create an informed view or stance on a topic 	<p>researchers</p> <ul style="list-style-type: none"> • Evaluate web-based resources for validity • Determine cause/effect of chosen social issue • Reflect on how one engages with ideas through interaction with texts and people to participate responsibly as a global citizen, and also how one can inform oneself about issues that impact daily lives
Reconcile Current Thinking with New Reading	<ul style="list-style-type: none"> • Reread to confirm or disconfirm a theory • Create a claim and identify evidence (facts, reasons, and/or examples) that supports the claim • Explain how the evidence or data supports the claim 	<ul style="list-style-type: none"> • Consider an audience • Engage in additional research • Revise claim to incorporate new information • Use the revised claim to organize supporting evidence 	<ul style="list-style-type: none"> • Assess supporting evidence and identify reasons for additional research • Engage in further research to confirm or disconfirm the claim • Revise claims to incorporate new information 	<ul style="list-style-type: none"> • Construct an informed view on the causes and effects of a social problem and then find evidence that challenges or confirms that claim • Conduct further research to determine whether to/how to revise the informed claim • Identify implications of the social problem and possible solutions
Create a Product to Inform an Audience	<ul style="list-style-type: none"> • Organize information logically for the product that will be created • Use proper documentation to avoid plagiarism • Prepare to present findings by making sure that the research question was answered, the task's requirements were fulfilled, and by rehearsing • Present findings • Self-evaluate the research product in order to become better researchers 	<ul style="list-style-type: none"> • Select a product (collaborative or individual) appropriate for the research • Cite and format documentation and bibliography 	<ul style="list-style-type: none"> • Study informational essays to identify key decisions writers make • Draft an essay in order to inform an audience and to propose (a) solution(s) • Cite and format documentation and bibliography 	<ul style="list-style-type: none"> • Create an effective multi-media product to publish findings and propose solutions for the social issue • Cite and format documentation and bibliography

Writers Workshop Unit of Study

11th Grade – Informational Essay

Sustained Research on a Personal Inquiry

Abstract

WHAT IS AN INFORMATIONAL ESSAY UNIT?

In an informational essay unit, students engage in a personal inquiry, building research and essay writing skills and strategies. Their research develops an informed view, which enables students to create a product to inform an audience.

ASSESSMENT

Working in a collaborative environment, students become a group of writers who support each other, share their research, discuss their passions, actively make decisions and revisions to their work, write with an authentic audience in mind, and learn from established writers in order to add to their own repertoire of writing decisions. The unit rubric delineates the qualities of effective informational essays. Students will also self-assess and prepare written reflections. This combination serves as evidence of a student's achievement and the development of metacognitive skill.

STUDENT OUTCOMES

The informational essay unit is designed to provide students with the vital opportunity of seeing themselves as capable thinkers and decision-makers in the following ways:

- Students become more flexible in their writing and thinking as they have time to explore ideas and topics of interest.
- Students develop a repertoire of strategies for researching ideas and topics of interest, including both primary and secondary research.
- Students practice a variety of ways to generate ideas and revise writing, including inserting, cutting, or reducing words.
- Students investigate the ways other writers write about complex ideas, and craft an essay using a range of research options: print, digital, image, or speech.

This unit continues the use of a workshop approach, which develops reading, writing, and thinking skills that will be relevant throughout the school year.

TEACHER DECISIONS FOR UNIT IMPLEMENTATION

This unit serves as a single model of an informational essay unit. It provides strategies for selecting topics, researching, organizing, and writing an informational essay. The unit is designed to follow the Informational Reading Unit and build from the skills and concepts presented in that unit. Knowing this, teachers should anticipate adjusting and adapting the lessons to meet the needs of their students while staying true to the intent of the unit. We recommend that teachers study and understand the intent of the lesson series. The lessons have a purposeful sequence, but may require teachers' make adjustments in pacing or decisions about extension activities. Teachers are encouraged to gather their own sources (mentor texts, etc.) that reflect district curriculum and/or student interests. Please see the resources section for other sources to deepen your understanding of informational essay instruction.

UNIT ORGANIZATION

The unit is divided into four parts:

- **Identify and Research a Topic:** These sessions ask students to find a topic that is personally meaningful and to conduct preliminary reading in order to focus the topic interest.
- **Develop an Informed View:** The sessions in this part of the unit are focused on two methods of research: primary and secondary research. Students develop skill with print and digital resources as well as interviewing

and surveying. Collaborative research and sharing resources is one aspect of this essay unit to encourage students to delve deeper into topics of common interest.

- **Reconcile Current Thinking with New Readings and Ideas:** The sessions in this part of the unit encourage students to assess their evidence in preparation for further research. Returning to research after students have synthesized and organized their information creates a habit of confirming and disconfirming the effectiveness of the evidence gathered and also encourages research that deepens, clarifies, and strengthens the evidence used to inform the reader.
- **Create a Product to Inform an Audience:** The sessions in this part of the unit ask students to examine mentor texts to identify the structural and craft elements of a specific genre in order to communicate information to an authentic audience. The models enable teachers to create a menu of decisions any writer will use to create the essay.
- **Plan to Take Action (Optional):** This optional session asks students to extend their thinking by engaging in individual projects that allow them to apply their learning to a real-life situation.

The work in this unit is vertically aligned and extends prior learning with the expectation that students understand the repertoire of decisions taught in previous grades.

Instructional Sequencing, Scaffolding, and Pacing:

Daily pacing of the unit's sessions is based on a 50-minute class period. Individual teacher pacing will change based on duration of the class period, student population, familiarity with content, process, and/or instructional practices. Instruction scaffolds students through a four-tiered process.

1. **Teaching Point:** Teacher models the strategy, process, skill, or habit of mind using a mentor text written by the teacher, students, and/or published writers or other materials.
2. **Active Engagement:** Students rehearse the writing, thinking and/or critical reading or viewing just modeled by the teacher.
3. **Independent Practice:** Students complete a mini-task independently or in small collaborative groups. During independent practice, the teacher confers with individuals or small groups to assess student performance to differentiate the lesson and task. Teacher may stop the independent practice to adjust the mini-task and/or session teaching point or for planned teaching points that extend or deepen student performance.
4. **Share:** Students share to read, examine, analyze and/or reflect on the range of responses created by other students. Sharing also enables students to self-monitor effective strategy use. The teacher may also share an exemplar to reinforce or enhance the session's teaching point(s) and student enactment.

Standards

Common Core Standards: Argumentation The following College and Career Readiness (CCR) anchor standards apply to reading and writing in informational or explanatory template tasks. Refer to the 6-12 standards for grade-appropriate specifics that fit each task and module being developed. The standards numbers and general content remain the same across all grades, but details vary.

Number	CCR Anchor Standards for Reading Informational Text
1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10	Read and comprehend complex literary and informational texts independently and proficiently.
Number	CCR Anchor Standards for Writing
2	Write informative/explanatory texts to examine and convey complex idea and information clearly and accurately through the effective selection, organization, and analysis of content.
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9	Draw evidence from literary or information texts to support analysis, reflection, and research.
10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.

Overview of Sessions- Teaching Points and Unit Assessments

Pre-Unit Performance Task

Consider the rights granted in the Bill of Rights. Which one of the rights seems especially important to you? Write a one-page response about that right and why you think it is so important to have in America. Include your personal connection to the right.

TEACHING POINTS:

Identify and Research a Topic

1. Researchers draw upon prior knowledge to make decisions about topics of interest to study.
2. Researchers conduct preliminary reading in order to focus a topic of interest.

Develop an Informed View

3. Researchers conduct primary research to gain insight into other people's experiences with the topic.
4. Researchers conduct secondary research to gain insight from published experts in the field.
5. Researchers synthesize information to create an informed view on their topic of interest.

Reconciling Current Thinking with New Readings and Ideas

6. Researchers assess their supporting evidence and identify reasons for additional research. They engage in additional research to go deeper into the topic and confirm or disconfirm their view.
7. Researchers revise their informed view to incorporate new information. They use this revised view to organize their evidence.

Mid-Unit Formative Assessment Task

What right established in the *Bill of Rights* is being threatened? After researching your chosen right, review your reading log and state your informed view. Create a bibliography of sources.

Create a Product to Inform an Audience

8. Research writers study informational essays to identify key decisions writers make as they write and as they gather and insert evidence and structure into an effective informational essay.
9. Researchers write in order to inform an audience and to propose (a) solution(s). In addition, researchers cite and format resources and a bibliography.

Post-Unit Performance Task

CREATE AN ESSAY TO INFORM AN AUDIENCE

Are human rights established in the *Bill of Rights* at risk? What is the impact of a global economy on these rights for Americans and/or other global citizens? After reading the *Bill of Rights*, other foundational U.S. documents and related readings, do shared research to examine these questions. Individually, write an essay that analyzes the factors that put human rights at risk for global citizens as well as Americans. What conclusion can you draw? Support your discussion with evidence from secondary, primary research, and personal experience.

(Optional) Plan to Take Action

10. Researchers act on their beliefs. They create a plan to support their beliefs with action.

Informational Essay Rubric

	Proficient	Meets Expectations	Attempting to Meet Expectations
Focus	Addresses all aspects of prompt with a highly focused and detailed response.	Addresses prompt with a focused response.	Attempts to address prompt but lacks focus or is off-task.
Reading/Research	Accurately presents and applies information relevant to the prompt with specific examples.	Presents and applies information relevant to prompt with general accuracy and sufficient detail.	Attempts to present information relevant to task but may lack sufficient or relevant details.
Development	Presents detailed information in order to answer questions and solve problems. Concisely explains key information with details.	Presents information in order to answer questions and solve problems. Explains key information with some details.	Presents limited information. Ideas do not include details or examples.
Organization	Applies appropriate structure(s) to explain the issue.	Applies a generally effective structure to explain issue.	Applies an ineffective structure; text rambles or line of thought is disconnected.
Conventions	Demonstrates a well-developed command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are inappropriate to audience and purpose.

	Session 1
Concept	Identify and Research a Sub-topic
Teaching Point	Researchers draw upon prior knowledge to make decisions about topics of interest to study.
Preparation	<p>In the previous informational reading unit, students have closely read the <i>Bill of Rights</i> and other foundational texts. In this session, students will reconsider the <i>Bill of Rights</i> in light of modern-day threats to these rights.</p> <ul style="list-style-type: none"> • Prepare copies of the handout Drawing Upon Prior Knowledge to Choose Topics of Interest or plan to have students do this work in their notebooks. The handout is included after this session. • Prepare copies or websites containing the <i>Bill of Rights</i>. • Prepare a completed copy of the handout Drawing Upon Prior Knowledge to Choose Topics of Interest. Be prepared to model in a Think Aloud. • Prepare a calendar of dates and deadlines for the students. (Be prepared to adjust dates according to the progress your students make.)
Suggested Materials	http://www.law.cornell.edu/constitution/billofrights
Essential Question/Lesson Framing Quotes	<p><i>Are human rights established in The Bill of Rights at risk?</i></p> <p>“A <i>Bill of Rights</i> is what the people are entitled to against every government, and what no just government should refuse, or rest on inference.”</p> <p>Thomas Jefferson</p>
Active Engagement	<p>Teacher models and thinks aloud: Choose one of the rights and think aloud about why the right likely came to be and how it applies to today’s world. Talk through what you already know about the right and share why it is personally meaningful to you. Using the document camera or computer with projector, respond in writing about what you know about the right and why it holds personal significance.</p> <p>Preparation Task: In a small group, students will review the <i>Bill of Rights</i> and take notes about the intent of each of the ten rights.</p> <p>Turn and talk: Students discuss each of the rights and why they were likely included in the <i>Bill of Rights</i>.</p>
Independent Practice	<p>Mini-Task: Using the handout Drawing Upon Prior Knowledge to Choose Topics of Interest, students will choose a right that especially interests them and write about what they know and why the right is personally meaningful.</p> <p>Intervening to Differentiate Instruction: Move about the room. If students are having difficulty connecting with a right, have them explore two or three rights to try to land on something that holds the most meaning.</p>
Share	Partner Read Aloud: Each student shares his/her writing with a partner. Students talk about the choices of rights and try to extend one another’s thinking about the subject. Students should record any deeper thinking about the subject on the handout.
Assessment	<p>Students complete the pre-unit assessment task as homework:</p> <p>Searching for the <i>Bill of Rights</i> in the News: Watch the evening news or peruse a newspaper for examples of potential threats to the ten rights established in the <i>Bill of Rights</i>. Write a one-page reflection about the news story and how it is connected to the <i>Bill of Rights</i>.</p>

Drawing Upon Prior Knowledge to Choose Topics of Interest

In the last unit, we studied the rights provided to American citizens by the Bill of Rights. Now, we will consider these rights through a contemporary lens. *How are these rights interpreted in today's world? What poses a threat to these rights? How are people around the world affected by this threat? How are Americans affected by this threat?*

What do you already know about the topic?

A. Choose one of the rights and explore what you already know about it.

- | | |
|--|---|
| 1. Freedom of Speech | 6. Right to a Speedy Trial, Witnesses |
| 2. Right to Bear Arms | 7. Right to Trial By Jury |
| 3. Conditions for Quarters of Soldiers | 8. Excessive Bail/Cruel Punishment |
| 4. Right of Search and Seizure | 9. Rule of Construction of Constitution |
| 5. Provisions Concerning Prosecution | 10. Rights of the States |

B. Why do you think the right was seen as important when it was written?

C. Explain why the right is personally meaningful.

	Session 2
Concept	Identify and Research a Sub-topic
Teaching Point	Researchers conduct preliminary reading in order to focus a topic of interest.
Preparation	<p>Students will do some initial research to see what experts are saying about the possibility of losing one of the rights established in the <i>Bill of Rights</i>.</p> <ul style="list-style-type: none"> • Arrange for students to have access to computers. • Arrange for a document camera or projector to display your handout as you complete it. • Prepare copies of the handout Conducting Preliminary Research to Identify a Topic or put the handout on a Shared drive that students can access from their computers. The handout is included after this session. • Prepare to do a Think-Aloud about a right that is being challenged in today's world. Be prepared to show websites of organizations that work to protect the right AND articles related to the right and the threats to it.
Essential Question/Lesson Framing Quotes	<p><i>How do I engage with ideas through interaction with texts and people to participate responsibly as an American citizen?</i></p> <p>"Research is formalized curiosity. It is poking and prying with a purpose."</p> <p style="text-align: right;">Zora Neale Hurston</p>
Active Engagement	<p>Teacher models and thinks aloud:</p> <p>While displaying related articles about the right you have chosen to model, think aloud as you pick out key ideas from the articles. Record these ideas on the Conducting Preliminary Research handout. Then, think aloud as you search for organizations whose purpose is to protect the right (e.g., American Civil Liberties Union, National Rifle Association). Consider the significance of the challenges the right faces, including the global economy and other modern-day issues, as well as why the organization that works to protect it finds it necessary to try to protect the right.</p> <p>Turn and talk: Students consider search terms that will help you find the information about the right, its challenges, and the organizations that work to protect the right.</p>
Independent Practice	<p>Mini-Task: Students conduct research to find out what's being said about the right. They collect information from websites and organizations that might be helpful in the future. They record their initial findings.</p> <p>Intervening to Differentiate Instruction: Students may need some suggestions about issues that relate to the rights. You might suggest some of the following:</p> <ol style="list-style-type: none"> 1. Freedom of Speech → LGBT Issues, Women's Rights, Freedom of Religion, Internet Privacy, HIPA 2. Right to Bear Arms → Personal Protection, Hunting, Concealed Weapons. 3. Right of Search and Seizure → Airport Security, Border Security, School Lockers 4. Provisions Concerning Prosecution → 5. Right to a Speedy Trial, Witnesses → 6. Right to Trial By Jury → Jury Selection 7. Excessive Bail/Cruel Punishment → Mandatory Sentencing, Prison Conditions 8. Rule of Construction of Constitution → 9. Rights of the States → Health Care, Right to Work Laws
Share	<p>Small Group Share: Students form small groups based on the right they have chosen to investigate. They share useful websites and other findings from their initial research. Group members record helpful information.</p>
Homework	<p>Investigating Lawsuits: Students do an Internet search about court cases related to the right they have chosen. They write a one-page reflection about what they can infer about the court case's message about the right in today's world and the challenges it faces. (You may choose to give paper copies if your students do not have Internet access at home.)</p>

Identify and Research a Sub-topic

What kinds of threats to the right are there? Are there organizations that work to protect the right?

Do an Internet search about the right you explored in the last session and the modern-day threats to it. Use the chart below to record your initial findings.

What is your preliminary research saying about the threats to the right you have selected? Does this sound correct to you?	What are some organizations that work to protect the right you have selected?	List URLs of sites that seem useful and credible.

B. What are some sub-topics related to the right you have selected? Which of the sub-topics is most interesting to you? From what you have seen from the information on the Web, will you be able to find what you are looking for?

	Session 3
Concept	Develop an Informed View
Teaching Point	Researchers conduct primary research to gain insight into other people’s experiences with the topic.
Preparation	<ul style="list-style-type: none"> • Arrange for and conduct primary research of your own about a right to share with students. • Prepare copies of the handouts Primary Research Plan and Conducting Primary Research. The handouts are included after this session. • Prepare a model to use for a think-aloud. • Set a due date for this portion of the project to be complete. (It should come before Session 8.)
Suggested Materials	Prepare copies of models for formatting ideas.
Essential Question/Lesson Framing Quotes	<p><i>How do I engage with ideas through interaction with texts and people to participate responsibly as an American citizen?</i></p> <p>“Successful people ask better questions, and as a result, they get better answers.” Tony Robbins</p>
Active Engagement 1	<p>Teacher models and thinks aloud: Using your own primary research example, think aloud as you review why you decided to conduct the type of primary research that you did. <i>How is this type of research beneficial for my subject? What do you notice about the format of this type of primary research? How do you think I conducted this research?</i></p> <p>Preparation Task: Students read the Conducting Primary Research handout to learn about the types of primary research and ways to collect the data.</p> <p>Turn and talk: Students discuss the advantages and disadvantages of each type of primary research.</p>
Independent Practice 1	Mini-Task: Students choose a type of research that will work best with their subject. They will complete the Primary Research Plan .
Share	Turn and talk: Students discuss their plans with a partner.
Ticket out the Door	Students turn in the Primary Research Plan for feedback. Review the plans and make suggestions of people or organizations the students might contact for their research.
Active Engagement 2	Students review models for formatting ideas. They think aloud with a partner as they notice the format.
Independent Practice 2	Students write the interview questions, questionnaire, or email/letter that they will use for their research.
Homework	Students will conduct and compile the primary research outside of class.

Conducting Primary Research

One way to engage in research is through **primary research**. This type of research involves the collection of data that does not already exist. Since you are developing these research methods yourself, you have to consider how you will collect the data. There are several ways to do this:

Interviews-	To do this, you will need to locate a person who might have some direct experience or expertise in your research subject. You will have to ask the person for permission to discuss the topic to use in your research. You will create 5--10 questions that you will ask the person, but realize you must be flexible enough to create new questions on the spot or drop certain ones based on the discussion.
<i>How do I collect this data?</i>	You'll need to create an audio or video recording. You might translate your recording into a transcript.
Questionnaires	You will need to consider what kind of information you are seeking and create a short questionnaire (5—10 questions) that participants in your study can fill out. Is there a particular group you'd like to target (e.g., teenaged girls or senior citizens)? You will need at least 15 returned and completed questionnaires for your research, so you might consider finding 20 or more participants, in case some come back unfinished or are not returned. You must use all of the returned and completed questionnaires.
<i>How do I collect this data?</i>	After you collect all of the questionnaires, read through them to find patterns in people's thinking. Prepare some kind of graphic that represents your findings.
Emails/Letters-	You can choose people from whom you'd like information and email them or send them a letter asking them questions. You might send follow-up emails or letters, based on your participants' responses.
<i>How do I collect this data?</i>	Keep a copy of your letters and your participants' letters. Highlight key discoveries.

PRIMARY RESEARCH PLAN

Name _____

Research Topic _____

Which type of primary research do you plan to do?

Why do you think this type of primary research will work best for your research topic?

Describe what you will do, where it will be, and who your participants will be. Who do you need to ask for permission?

Describe how you will collect data.

When do you plan to do this? (Remember: This research will be done on your own and must be completed by _____.)

Conducting Primary Research

MODELS for Formatting Ideas

TOPIC: 1st Amendment--Freedom of Speech

INTERVIEWEE: Joe Scoop, Editor of Oak News

Interview Questions

1. Have you ever had complaints about stories you have published? If so, what kinds of complaints did you receive?

2. Have people accused your paper of lying?

3. Are you ever worried that you shouldn't share a story because it will hurt the people it is about? What do you do about that?

4. Can people sue your paper if they are offended by a story you write?

5. What happens if you can't verify a source for your story? Can you still print the story?

6. Is the law on your side if you print something that causes people to do something illegal?

Conducting Primary Research

MODELS

TOPIC: 2nd Amendment--Gun Rights

Questionnaires

Thank you for taking a few moments to fill out this questionnaire for my research!

Age _____ Sex _____

Do you own a gun? Yes No

Are you a member of the National Rifle Association? Yes No

Are you a hunter? Yes No

Which of the following statements describe your attitudes about gun ownership? Check all that apply. Circle the one that is the strongest reason.

_____ I don't own a gun and I think it is wrong that some people do.

_____ Although I don't own a gun, I believe people should have the right to do so if they register it with the police.

_____ People should be allowed to own as many guns as they like and they should not have to register them.

Which of the following would make you more likely to own a gun? Check all that apply. Circle the one that is the strongest reason.

_____ I felt unsafe in my home. _____ I learned that friends or relatives also owned guns.

_____ Gun laws became looser. _____ Gun laws became stricter.

_____ Government officials encouraged citizens to get guns. _____ Government officials discouraged citizens to get guns.

What is your general impression of gun ownership?

Conducting Primary Research

MODELS

TOPIC: 4th Amendment-Search and Seizure
Letter/Email

Terry P. Student
9876 Oak Avenue
Acornville, MI 44444

December 2, 2011

Sgt. Polly Police
Acorn Police Department
911 Lawful Lane
Legal, MI 77777

Dear Sgt. Police:

I am conducting research about Search and Seizure laws as provided for by the Fourth Amendment. I am trying to learn if you and other law enforcement officials believe this amendment still works in modern-day America. I wonder if you could explain some complications it causes for you and your officers and how you see it as a benefit. What special actions do you have to take when arresting someone to stay within the law? Are there consequences for officers who fail to follow the provisions?

Any help you can provide will be greatly appreciated. If you are aware of any good books or websites that might help in my research, please let me know. Thank you!

Best,

Terry P. Student

	Session 4
Concept	Develop an Informed View
Teaching Point	Researchers conduct secondary research to gain insight from published experts in the field.
Preparation	<ul style="list-style-type: none"> • Arrange for students to have access to computers. • Prepare copies of the handout Conducting Secondary Research or put the handout on a Shared drive which students can access from their computers. The handout is included after this session. • Prepare a copy of the handout to use in a Think-Aloud. • Prepare a bibliography to model. • Prepare a copy of the Works Cited handout, included after this session.
Essential Question/Lesson Framing Quotes	<p><i>How can I inform myself about issues that impact the daily lives of Americans?</i></p> <p><i>How do I engage with ideas through interaction with texts and people to participate responsibly as an American citizen?</i></p> <p>If we knew what it was we were doing, it would not be called research, would it?</p> <p style="text-align: right;">Albert Einstein</p>
Active Engagement	<p>Teacher models and thinks aloud: Using an article related to a research issue that students might use, think aloud as you capture the ideas, personal reactions, and bibliographic information on the Conducting Secondary Research handout. Stress the fact that research must be cited and, therefore, careful attention to all bibliographic information must be saved.</p> <p>Show a completed bibliography, plus the Works Cited handout. Think aloud as you review how you formatted the bibliography. This will be due after Session 7, so students should be thinking ahead and collecting all parts of the bibliographic information.</p> <p>Preparation Task: Students familiarize themselves with the parts of the handout.</p> <p>Turn and talk: Students review the parts with a classmate before beginning research.</p>
Independent Practice	<p>Mini-Task: Students search for relevant articles about their subtopic. They collect information, share personal reactions, and record all of the bibliographic information. (This may be done on paper or digitally.)</p> <p>Intervening to Differentiate Instruction: Some students may require a lower minimum of sources. In that case, they must do more with less information and be very thorough in their reading.</p>
Share	Turn and talk: Students share their findings and help one another think of other places to search.
Homework	Students continue secondary research independently.

Conducting Secondary Research

As you find articles related to your topic, collect quoted information and put it in your own words. Write a short personal reaction and add a + or – to indicate the author’s tone or attitude about the subject. Be sure to find sources from authors who endorse the ideas and from those who do not.

Topic: _____

Source: Author _____ Source Title _____

Article Title _____ Website Address _____

Date Published _____ Date Website was Accessed _____

Publication City _____ Publisher _____ Page Number(s) _____

ISBN# _____

Quoted Information	Paraphrase - Put it in your own words	Personal Reaction to the Information – Why does it matter? What questions or thoughts do you have about it? What are the research implications or problems that this information presents?	+/-?

Source: Author _____ Source Title _____

Article Title _____ Website Address _____

Date Published _____ Date Website was Accessed _____

Publication City _____ Publisher _____ Page Number(s) _____

ISBN# _____

Quoted Information	Paraphrase - Put it in your own words	Personal Reaction to the Information – Why does it matter? What questions or thoughts do you have about it? What are the research implications or problems that this information presents?	+/-?

Source: Author _____ Source Title _____

Article Title _____ Website Address _____

Date Published _____ Date Website was Accessed _____

Publication City _____ Publisher _____ Page Number(s) _____

ISBN# _____

Quoted Information	Paraphrase - Put it in your own words	Personal Reaction to the Information – Why does it matter? What questions or thoughts do you have about it? What are the research implications or problems that this information presents?	+/-?

Source: Author _____ Source Title _____
 Article Title _____ Website Address _____
 Date Published _____ Date Website was Accessed _____
 Publication City _____ Publisher _____ Page Number(s) _____
 ISBN# _____

Quoted Information	Paraphrase - Put it in your own words	Personal Reaction to the Information – Why does it matter? What questions or thoughts do you have about it? What are the research implications or problems that this information presents?	+/-?

Source: Author _____ Source Title _____
 Article Title _____ Website Address _____
 Date Published _____ Date Website was Accessed _____
 Publication City _____ Publisher _____ Page Number(s) _____
 ISBN# _____

Quoted Information	Paraphrase - Put it in your own words	Personal Reaction to the Information – Why does it matter? What questions or thoughts do you have about it? What are the research implications or problems that this information presents?	+/-?

Source: Author _____ Source Title _____
 Article Title _____ Website Address _____
 Date Published _____ Date Website was Accessed _____
 Publication City _____ Publisher _____ Page Number(s) _____
 ISBN# _____

Quoted Information	Paraphrase - Put it in your own words	Personal Reaction to the Information – Why does it matter? What questions or thoughts do you have about it? What are the research implications or problems that this information presents?	+/-?

Conducting Secondary Research—MODEL

As you find articles related to your topic, collect quoted information and put it in your own words. Write a short personal reaction and add a + or – to indicate the author’s tone or attitude about the subject. Be sure to find sources from authors who endorse the ideas and from those who do not.

Topic: Gun Rights

Source: *New York Times*

Author: Linda Greenhouse

Article Title: Justices, Ruling 5-4, Endorse Personal Right to Own Gun

Website Address:

<<http://query.nytimes.com/gst/fullpage.html?res=9904E2DD1431F934A15755C0A96E9C8B63&ref=guncontrol>>

Date Published: June 2008 Date website was accessed: 6 June 2012

Publication City _____ Publisher _____ Page Number(s)

ISBN# _____

Quoted Information	Paraphrase - Put it in your own words	Personal Reaction to the Information – Why does it matter? What questions or thoughts do you have about it? What are the research implications or problems that this information presents?	+/-?
“The Supreme Court on Thursday embraced the long-disputed view that the Second Amendment protects an individual right to own a gun for personal use, ruling 5 to 4 that there is a constitutional right to keep a loaded handgun at home for self-defense.”	<i>The Supreme Court supported the 2nd Amendment by allowing individuals the right to keep a loaded gun in the home for personal protection.</i>	<i>I wonder if people are legally allowed to have a gun without registering it? My dad owns a gun, but I know that his is registered with the police department. I’ll have to do more research about restrictions.</i>	+

Works Cited

The very last page in a research paper is the bibliography, known as the Works Cited sheet in MLA style. This is where you alphabetically list all of the sources you cite in your paper. MLA has a very specific format for each type of text. Use the following websites to create your Works Cited sheet. Remember: if you make references to others' ideas without giving credit, it is technically plagiarism, a high academic crime. Be sure to carefully check your formatting and be sure to include all sources whose ideas you have used in your research.

<http://citationmachine.net>

<http://noodletools.com>

<http://easybib.com>

For an overview of MLA research documentation, go to:

www.dianahacker.com/resdoc/p04_co8_o.html

	Session 5
Concept	Develop an Informed View
Teaching Point	Researchers synthesize information to create an informed view on their topic of interest.
Preparation	<ul style="list-style-type: none"> • Prepare copies of the handout Synthesizing Information to Create an Informed View, included after this session • Prepare your own version of the handout to use in the Think-Aloud portion of the lesson. • Arrange to have a projector and/or document camera available.
Essential Question/Lesson Framing Quotes	<p><i>How do I engage with ideas through interaction with texts and people to participate responsibly as an American citizen?</i></p> <p>Nothing is a waste of time if you use the experience wisely.</p> <p style="text-align: right;">Auguste Rodin</p>
Active Engagement	<p>Teacher models and thinks aloud:</p> <ul style="list-style-type: none"> • Review the teaching point. • Distribute copies of the handout Synthesizing Research to Create an Informed View. • Project the model research. (You may choose to use the model research collected in the last session.) Think aloud as you review the model research to determine the approximate percentage of research in each of the three categories. Model your thinking as you consider what an imbalance between the categories suggests. <i>What other places might you search to find information for each of the three categories?</i> • Fill out <u>Part 1: Balance of Information</u> on the handout Synthesizing Research to Create an Informed View or show the completed model. Think aloud as you estimate how much information falls under each category. • Read the fill-in-the-blank sentences in the <u>Part 2: Theories</u> section of the handout. Return to the model research and think aloud as you draw conclusions about each category and consider a theory you might develop. Highlight or underline key information in the research collection that helps you develop the theories. Fill out a sample handout. <p>Preparation Task: Students review their research.</p>
Independent Practice	Mini-Task: Students complete the handout Synthesizing Information to Create an Informed View , considering gaps in their research and making connections between ideas.
Share	Turn and talk: Students discuss the connections they made between ideas and thoughts about further research.

Synthesizing Information to Create an Informed View

PART 1: BALANCE OF INFORMATION

Look over your research. Estimate what percentage of your findings come from each form of analysis:

Examples in the News	Authorities' Views	Examples from Legal Cases

Which form(s) of analysis need more work to understand the right you have chosen to research?

Where will you search to refine your research and/or focus on one or more forms of analysis?

PART 2: THEORIES

You should have enough initial information to develop theories about the right and the accompanying subtopic you have chosen.

The ____ Amendment and its provisions are at risk as seen in the issue of

_____. Evidence that points to this conclusion include:

	Session 6
Concept	Develop an Informed View
Teaching Point	Researchers assess their supporting evidence and identify reasons for additional research. They engage in additional research to go deeper into the topic and confirm or disconfirm their view.
Preparation	Be prepared to model thinking. You will need to have an informed view (developed in Session 5) and research (collected in Sessions 2, 3, and 4). You will also need a new article on your topic to use in a Think-Aloud.
Essential Question/Lesson Framing Quotes	<p><i>How do I engage with ideas through interaction with texts and people to participate responsibly as an American citizen?</i></p> <p>He who loves practice without theory is like the sailor who boards ship without a rudder and compass and never knows where he may cast.</p> <p style="text-align: right;">Leonardo da Vinci</p>
Active Engagement	<p>Teacher models and thinks aloud: Model thinking as you review your claim vis-à-vis the research you've collected. Think aloud as you consider whether the research bears out the claim or not. <i>What is missing? What seems to contradict my claim? What should I learn more about?</i> After modeling the research assessment, explain where you might return or what you might look for as you make another attempt to find more research that better supports your claim or helps you arrive at a new, deeper claim.</p> <p>Preparation Task: Students review their informed views and their research. Students locate 1 or 2 articles that might be used for their continued research.</p> <p>Turn and talk: Students discuss how well the research they have gathered confirms or disconfirms their theories.</p>
Independent Practice	Mini-Task: <i>What are other people saying about my topic? How does this alter the way I've been thinking about the topic?</i> After returning to the research, students re-examine their informed views and evaluate whether or not the new information confirms their stance on the issue.
Share	Turn and talk: Students share their new information and explain the evolution of their stance.
Homework	Continued research: Students find more evidence from research to confirm or disconfirm their stance.

	Session 7
Concept	Reconcile Current Thinking with New Readings and Ideas
Teaching Point	Researchers revise their informed views to incorporate new information. They use this revised view to organize their evidence.
Preparation	<ul style="list-style-type: none"> • Be prepared to think aloud as you model your thinking. • Prepare copies of the mid-unit assessment prompt, included in the column below.
Essential Question/Lesson Framing Quotes	<p><i>Are human rights established in the Bill of Rights at risk?</i></p> <p>To raise new questions, new possibilities, to regard old problems from a new angle, requires creative imagination...</p> <p style="text-align: right;">Albert Einstein</p>
Active Engagement	<p>Teacher models and thinks aloud: Display your research and informed view. Specifically, think aloud as you review details that might be in contrast to or take a slightly different angle than your other research. Model how you would adjust your informed view to incorporate your new understanding of the topic as found in this latest article.</p> <p>Preparation Task: Students review their original view and reconsider the newest research.</p> <p>Turn and talk: Students discuss how their original claims need tinkering. They offer suggestions about how the new view might be written.</p>
Independent Practice	<p>Mini-Task: Students re-work their view and highlight collected evidence that works with their revised view. They annotate what information: A.) defines the right, B.) defines the state of their selected sub-topic in contemporary society, C.) offers examples from the news that demonstrate how the right is in jeopardy, D.) offers examples from lawsuits that relate to the right, E.) other information that seems important, but doesn't fit neatly into one of the above categories.</p>
Share	Turn and talk: Students share their annotations and discuss whether or not they are lacking information.
Mid-unit assessment	What right established in the <i>Bill of Rights</i> is being threatened? After researching your chosen right, review your research and state your claim. Create a bibliography of sources.

	Session 8
Concept	Create a Product to Inform an Audience
Teaching Point	Research writers study informational essays to identify key decisions writers make as they write and as they gather and insert evidence and structure into an effective informational essay.
Preparation	<ul style="list-style-type: none"> Gather sample informational essays. Prepare copies of the Informational Essay Rubric.
Suggested Materials	http://www.dianahacker.com/pdfs/hacker-daly-mla.pdf , for an example of proper formatting
Essential Question	<p><i>How can I inform myself about issues that impact the daily lives of Americans?</i></p> <p>"The point of an essay is to change things."</p> <p style="text-align: right;">Edward Tufte</p>
Active Engagement	<p>Teacher models and thinks aloud: Model the decisions a writer makes in an informational essay by doing a multi-draft reading.</p> <p>Draft 1: Identify the model essay's claim and the types of evidence: facts, authorities, examples, etc.</p> <p>Draft 2: Identify the mode of each paragraph: Problem/Solution; Comparison/Contrast; Cause/Effect; Definition; Illustration.</p> <p>Preparation Task: Review the paragraphs and determine which paragraphs or which evidence are most effective. Explain how and why they effectively convey information.</p> <p>Turn and talk, instructions for students: Compare your thinking about the essay's effectiveness. Together, determine the most effective decision the writer made to convey the information. Create a graphic of the essay that shows the structure of the essay.</p> <p>Report Out: Compare the graphics created by students and select one that most effectively shows the structure of the essay.</p>
Independent Practice	<p>Mini-Task, instructions for students: With a partner, complete a multi-draft reading of a sample essay. Draft 1: Label the key informed views and the evidence. Draft 2: Label the purpose of each paragraph: Problem/Solution; Comparison/Contrast; Cause/Effect; Definition; Illustration.</p> <p>After reading: Bracket multiple paragraphs that seem related to each other and label the relationship. Create a graphic that depicts the essay's structure.</p>
Share	<p>Preparation Task: Plan an "elevator sales pitch" (a 60-second explanation) to explain why the essay you read has an effective structure.</p> <p>Turn and talk: Find a pair that read a different essay. Deliver your "sales pitches" to each other. Collaboratively select the most effective structure from the three essays reviewed in class today.</p>
Independent Practice	Using what they have learned about essay structure, students draft and re-draft their essay, experimenting with structure and organization.

Informational Essay Rubric

	Proficient	Meets Expectations	Attempting to Meet Expectations
Focus	Addresses all aspects of prompt with a highly focused and detailed response.	Addresses prompt with a focused response.	Attempts to address prompt but lacks focus or is off-task.
Reading/Research	Accurately presents and applies information relevant to the prompt with specific examples.	Presents and applies information relevant to prompt with general accuracy and sufficient detail.	Attempts to present information relevant to task but may lack sufficient or relevant details.
Development	Presents detailed information in order to answer questions and solve problems. Concisely explains key information with details.	Presents information in order to answer questions and solve problems. Explains key information with some details.	Presents limited information. Ideas do not include details or examples.
Organization	Applies appropriate structure(s) to explain the issue.	Applies a generally effective structure to explain issue.	Applies an ineffective structure; text rambles or line of thought is disconnected.
Conventions	Demonstrates a well-developed command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are inappropriate to audience and purpose.

	Session 9
Concept	Create a Product to Inform an Audience
Teaching Point	Researchers cite and format resources and include a bibliography to avoid plagiarism.
Preparation	<ul style="list-style-type: none"> • Prepare copies of the handout Proper Documentation, which is included after this session. • Review the suggested websites on the handout to see how they operate. • Create a Works Cited sheet or review the Diana Hacker website (or other useful website for a model). Prepare to think aloud as you model the documentation. • Arrange to bring students to a computer lab. • Prepare copies of the post-unit assessment task, included below.
Suggested Materials	http://www.dianahacker.com/pdfs/hacker-daly-mla.pdf
Essential Questions/Inspirational Quote	<p><i>How do I engage with ideas through interaction with texts and people to participate responsibly as an American citizen?</i></p> <p>"To solve any problem, here are three questions to ask yourself: First, what could I do? Second, what could I read? And third, who could I ask? - Jim Rohn</p>
Active Engagement 1	<ul style="list-style-type: none"> • Review the teaching point. • Distribute the handout Proper Documentation. <p>Teacher models and thinks aloud</p> <ul style="list-style-type: none"> • Think aloud as you review the four types of citations used on the handout, noticing the punctuation and where the author's name and page number(s) go. Be sure to remind students that all citations must be matched to an entry on the Works Cited page. • Using research found in the model in Session 4, write a sample sentence with citations. <p>Students try another sample sentence with a partner.</p>
Independent Practice 1	Mini-Task: Students review their research to find information they need to cite in their presentations. They practice writing the sentences in the boxes on the handout.
Share 1	Students review the sentences with a partner, looking for proper punctuation and formatting. They correct mistakes.
Active Engagement 2	<p>Teacher models and thinks aloud</p> <ul style="list-style-type: none"> • Choose one of the websites on the handout and project it for all students to see. Using sample research from Session 4, plug in the bibliographic information to show students how the websites will translate it into proper MLA formatting. • Show students Diana Hacker's website (or other website that shows a sample Works Cited page.) Think aloud as you identify the features of the Works Cited page.
Independent Practice 2	Students use the selected websites to create their Works Cited sheets. They should include every source they cite in the presentation.
Share 2	<p>Turn and talk</p> <p>Students work with a partner to proofread their Works Cited sheets. They must pay close attention to rules of formatting and punctuation and be sure all sources are listed on the page.</p>
Post-unit assessment	<p>Pass out copies of the post-unit assessment prompt, listed below.</p> <p>CREATE AN ESSAY TO INFORM AN AUDIENCE</p> <p>Are human rights established in the <i>Bill of Rights</i> at risk? What is the impact of a global economy on these rights for Americans and/or other global citizens? After reading the <i>Bill of Rights</i>, other foundational U.S. documents and related readings, do shared research to examine these questions. Individually, write an essay that analyzes the factors that put human rights at risk for global citizens as well as Americans. What conclusion can you draw? Support your discussion with evidence from secondary, primary research, and personal experience.</p>

Proper Documentation

You must be sure to follow the strict guidelines of documenting your sources. These guidelines are set forth by the Modern Language Association (MLA) and the American Psychological Association (APA). Please note the guidelines are quite different between these styles. For this project, we will use the MLA style guide.

Basic In-Text Citation Rules

When you create your final product, you will be expected to use direct quotes, and MLA format follows the author-page method of in-text citation, which means the author's last name and page number(s) from the quotation or paraphrase must appear in the text. All citations must refer to sources that are listed on the Works Cited page. There are a few ways to do this:

DIRECT QUOTATION

1. Write the author's name in the body of the sentence and simply put the page number(s) at the end. Put quotation marks around the part of the sentence that is taken word for word from the text.

Slobogin argues that "government use of communications, physical, and transaction surveillance should be closely watched and subject to meaningful regulation" (5).

Now you try! Choose a piece of information you will quote in your essay. Write a sentence, using the style above.

2. Write the author's last name and page number(s) at the end of the sentence. Put quotation marks around the part of the sentence that is taken word for word from the text.

The Supreme Court has ruled in favor of fundamental rights "under the guise of the Due Process Clause rather than the Ninth Amendment" (Farber 3).

Now choose information you would like to quote and put both the author's name and page number(s) in parentheses at the end.

PARAPHRASE

3. Write the author's name in the body of the sentence and paraphrase his/her words; include the page number(s) in parentheses at the end.

Barton explains that gun opponents believe the right to own guns established by the Second Amendment is not an individual right, but rather a collective right (6).

Find information you would like to paraphrase in your essay. Write it in the style from above.

4. Write the author's name and page number(s) in parentheses at the end; paraphrase his/her ideas.

The Fifth Amendment has three essential provisions which should be viewed as integrated parts (Garcia X).

Now paraphrase a piece of information, using the citation style that includes both the author's name and page number(s).

*If an author's name is not available, then you would put the first word of the title (besides *A*, *An*, or *The*) in quotation marks plus the page number. For example:

"Pictures of politicians holding guns are as ubiquitous as them kissing babies" ("Speakers" 1).

	Session 10 (optional)
Concept	Take Action
Teaching Point	Researchers act on their beliefs. They find ways to support their beliefs.
Preparation	<ul style="list-style-type: none"> • Prepare copies of the handout Taking Action, included after this session • Consider a project in which a person might engage that works toward eliminating an injustice—one that is protected by <i>The Bill of Rights</i>. For example: organizing a bake sale to raise money for the ACLU, writing a letter to a legislator, presenting to a group of elementary children about issues of diversity).
Suggested Materials	www.voa.org
Essential Question/Lesson Framing Quotes	<p><i>How do I engage with ideas through interaction with texts and people to participate responsibly as an American citizen?</i></p> <p>Be the change you wish to see in the world.</p> <p style="text-align: right;">Mahatma Gandhi</p>
Active Engagement	<p>Teacher Model: Think aloud as you review the handout Taking Action, considering which project would work best with the topic you modeled in earlier sessions. <i>How might I work to take action against potential or real threats to an individual right established in The Bill of Rights?</i></p> <p>Preparation Task: Review handout.</p> <p>Turn and talk: Students talk about where and how a person might engage in one of the Taking Action projects.</p>
Independent Practice	Mini-Task: Students make decisions about which project they would like to participate in. They write proposals. (See Taking Action handout.)
Share	Turn and talk: Students share their proposals with a partner and adjust proposals based on feedback.
Invitation/Extension	Students engage in the Taking Action project on their own time and document the work in a way that both the teacher and individual students have agreed upon. After completing the project, students should write a reflective piece about how their efforts made a difference. A separate Taking Action rubric should be established together to assess the quality of the project.

III. Consider what contacts you will need to gain permission or ask questions.

Who will you contact?

IV. How will you document your work?

V. What will the criteria be for a high-quality project?

Student signature _____ Date _____

Teacher signature _____ Date _____

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<<http://bcs.bedfordstmartins.com/resdoc5e/>>